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ABSTRACT

The teacher-developed, elementary social studies program outlined here is a sequential curriculum that emphasizes educational objectives. It is intended to help students develop skills necessary for maintaining meaningful interpersonal relationships, recognize and cope with the problems of a rapidly changing world, and experience opportunities for learning which are beyond the basics. The bulk of the guide outlines the social, political, economic, geographic, and historic goals and accompanying educational objectives for each grade level. Major concepts taught at each grade level are change, citizenship, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. Also discussed in the guide are the program's educational philosophy and the place of social studies in the elementary school program. Overviews of the program's content, concepts, and skills are provided, Bloom's Taxonomy of cognitive domain is presented, and the type of instructional materials which are used in the program are described. (RM)

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BAY SHORE SCHOOL DISTRICT
BAY SHORE, NEW YORK

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ELEMENTARY SOCIAL STUDIES PROGRAM

Office of Instructional Services
September 1983

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DEDICATION

This program is dedicated to the students of the Bay Shore Schools -- to whom we recognize our responsibility as educators to provide an instructional program in social studies which will teach them to be positive and productive citizens of their town, their country and their world.

FOREWORD

The Elementary Social Studies Program which is outlined in this document describes a systematic, sequential curriculum which is written in outcome-based terms and is closely aligned with the New York State Education Department program. It reflects the overall goals of the Bay Shore School District Long Range Plan to:

- insure that each student develops the necessary skills to maintain meaningful interpersonal relationships with other students, the staff, and society in general.
- insure that each student develops the necessary skills to recognize and cope with the problems of a rapidly changing world.
- insure that each student is provided with opportunities for learning which are "beyond the basics" and develop the student's skills and sensitivity to his/her social, cultural, and physical environment.

Much effort, expertise and enthusiasm has been given to the development of this program by the teachers on the Elementary Social Studies Committee. These hardworking, dedicated professionals have designed an instructional program which, through the instructional leadership of building principals, will assure that the concepts, skills, and content goals which are reflected here are taught by our teachers and learned by our students.

Robert J. Roelle
Assistant Superintendent
for Instruction

Maria Petraglia
Coordinator
of Instruction

September 1983

COMMITTEE MEMBERSHIP

Linda Basciano	Teacher, Music	Gardiner Manor
Nancy Becher	Reading Teacher	South Country
Peter Bielitz	Elementary Principal	Brook Avenue
Shirley Brophy	Teacher, Grade 5	South Country
Cecilia Campoverde	Coordinator of Bilingual Education	Office of Instruction
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Bill Selzer	Teacher, Grade 4	Gardiner Manor
Stanley Sonkin	Teacher, Grade 6	South Country

PHILOSOPHY

The Bay Shore Social Studies Program has been developed in the spirit and direction of the New York State Program. The State recommends that teachers and administrators ask if the techniques and materials which are being employed emphasize the development of the child as:

- an active, self-directed learner
- a unique individual with identity
- a participating citizen with self-esteem
- a member of a democratic school environment
- a life-long learner

In order that the child will develop in this way, the philosophy of instruction in our classrooms is based on positive, productive learning experiences in which:

- the teacher recognizes the relationship between theory and practice in designing instructional activities.
- the teacher serves as a facilitator rather than a dictator of knowledge.
- the teacher demonstrates enthusiasm for the teaching/learning experience.
- the teacher analyzes the learning task, being certain that students have the prerequisite concepts and skills in order to learn the new task.
- the classroom climate is one where students are given freedom to explore and freedom to make mistakes.
- the students are told what they are to learn and why they are learning it.
- the students are given responsibilities for their learning and are expected to live up to these responsibilities.
- the teacher applies reading in the content area teaching strategies to assure that students have the opportunity for a high level of success.
- the students work together and actively interact and share with one another.
- the students are actively involved in "real life" learning experiences with hands-on participation.

Social studies is more than a series of facts or information to be learned. The teaching of skills and concepts, rather than the accumulation of data, should be emphasized in social studies. Content is a vehicle for students to develop important skills and understandings. In order to accomplish this, it is important for teachers to stress conceptual learning and inquiry techniques through participation projects.

Social studies learning is both "taught and caught"; the atmosphere developed in the classroom and in the school is part of the "hidden curriculum." The State Program suggests that teachers and administrators ask the following questions pertaining to the learning environment which they develop:

SELF-CHECKLIST

- Do I provide multilevel activities and materials in varying modes?
- Do I provide students with a role model and guide?
- Do I encourage mutual respect and an atmosphere conducive to risk-taking?
- Do I create a responsive and supportive learning environment?
- Do I schedule flexibility?
- Do I encourage active participation?
- Do I encourage interpersonal communication?
- Do I recognize conflict and encourage its resolution?
- Do I foster creativity?

THE PLACE OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL PROGRAM

Social studies should not be an isolated part of the elementary school program. Social studies goals and objectives should be alive in our classrooms on a daily basis. While teachers and students are "doing" social studies, they are also reading, writing, listening, speaking and creating.

Education should be a whole process rather than a series of pieces. In addition to social studies instruction in regular classrooms, social studies should be integrated into special areas, whenever possible. All special area and special services teachers should be aware of what is happening in the regular classroom and align their programs with the regular program where appropriate. It is also incumbent upon the classroom teacher to reach out to specialists and include them in plans for participation projects and other social studies activities.

GRADE LEVEL OVERVIEWS

Kindergarten - The focus in kindergarten is on the development of the child as an individual as well as a member of the family, school, community and world. Learning experiences are set in the immediate world of the child.

Grade 1 - The grade one social studies program focuses on helping students realize their roles as members of the family and the school community. The development of identity and social interaction skills is stressed.

Grade 2 - In the grade two social studies program, students explore rural, urban and suburban communities. Communities close to the students' environment are studied: Bay Shore (suburban), Eastern Long Island (rural), New York City (urban).

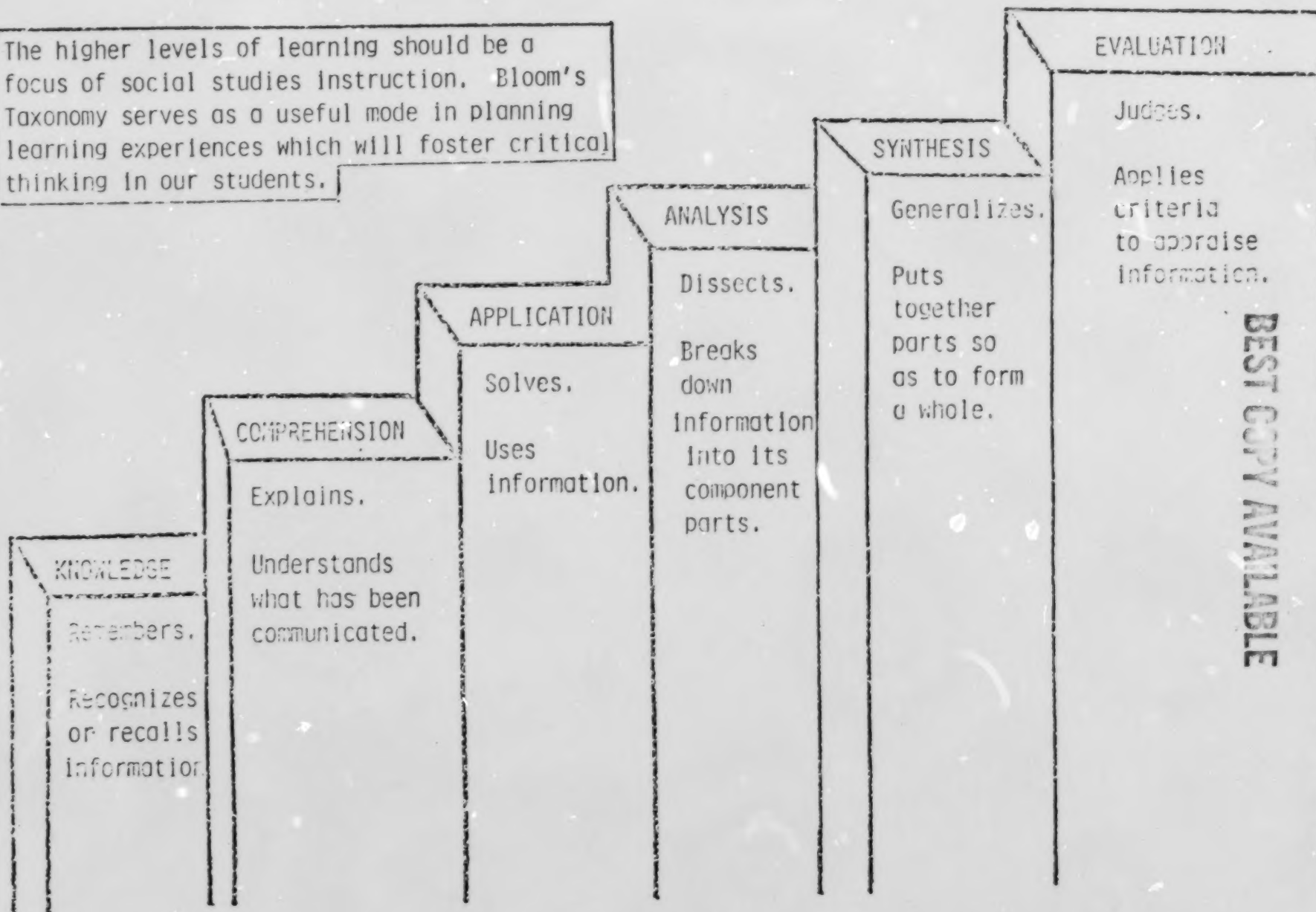
Grade 3 - In grade three social studies, students explore communities around the world. Children enhance their understanding of community by considering communities farther removed from their immediate experiences and by comparing and contrasting world cultures with their own.

Grade 4 - In grade four, students will study the political institutions and historic development of Long Island. Long Island government and history will be compared and contrasted with the State and national levels. Students will learn how the geography of Long Island relates to its economic and social growth.

Grade 5 - The grade five social studies program focuses on an economic and geographic study of the United States, Canada and Latin America and the role of these areas in the global world. Social, political and historic elements of the areas will receive minor emphasis.

Grade 6 - In the grade six social studies program, students will study Western Europe, Eastern Europe and the Mediterranean Region from an economic and geographic point of view. Social, political and historic elements will receive minor emphasis.

The higher levels of learning should be a focus of social studies instruction. Bloom's Taxonomy serves as a useful mode in planning learning experiences which will foster critical thinking in our students.



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K-6 SOCIAL STUDIES OVERVIEW: CONTENT, CONCEPTS, SKILLS

CONTENT

5 Content Themes at each grade level:

- 1) Social
- 2) Political
- 3) Economic
- 4) Geographic
- 5) Historic

CONCEPTS

10 Key Concepts at each grade level:

- 1) Change
- 2) Citizenship
- 3) Culture
- 4) Empathy
- 5) Environment
- 6) Identity
- 7) Interdependence
- 8) Nation-State
- 9) Scarcity
- 10) Technology

SKILLS

5 Skill Categories at each grade level:

- 1) Getting Information
- 2) Using Information
- 3) Presenting Information
- 4) Participating in Inter-personal & Group Relations
- 5) Self-Management

Source: New York State Education Department Social Studies Program

K-6 SOCIAL STUDIES SKILLS GOALS

SKILLS

5 Skill Categories
at each grade level:

- 1) Getting Information
- 2) Using Information
- 3) Presenting Information
- 4) Participating in Inter-
personal & Group Relations
- 5) Self-Management

GETTING INFORMATION

- Identifying a variety of sources of information
- Recognizing advantages and limitations of various sources
- Locating sources of print and non-print information
- Identifying the types and kinds of information needed
- Locating information in print and non-print sources
- Organizing collected information

USING INFORMATION

- Classifying and/or categorizing data
- Evaluating data
- Drawing inferences from data
- Checking on completeness of data and questioning hypotheses
- Generalizing from data

PRESENTING INFORMATION

- Speaking in an effective way
- Using media and various visuals for communicating ideas
- Writing in an expository way
- Recognizing and using nonverbal means of communicating

PARTICIPATING IN INTERPERSONAL AND GROUP RELATIONS

- Incorporating a set of positive learning attitudes
- Participating in group planning and discussion
- Assuming responsibility for carrying out tasks
- Being alert to incongruities and problems
- Defining basic issues
- Setting up hypotheses and/or alternative courses of action

SELF-MANAGEMENT SKILLS

- Decreasing egocentric perceptions
- Decreasing ethnocentric perceptions
- Decreasing stereotypic perceptions
- Increasing the ability to empathize

Source: New York State Education Department Social Studies Program

K-6 SOCIAL STUDIES CONCEPT GOALS

CONCEPTS

10 Key Concepts at each grade level:

- 1) Change
- 2) Citizenship
- 3) Culture
- 4) Empathy
- 5) Environment
- 6) Identity
- 7) Interdependence
- 8) Nation-State
- 9) Scarcity
- 10) Technology

CHANGE - basic alterations in things, events, and ideas

CITIZENSHIP - membership in a community (school, state, nation) with its accompanying behaviors, rights and responsibilities

CULTURE - the way of living any society develops to meet its fundamental needs

EMPATHY - the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT - surroundings, including natural elements and elements created by humans

IDENTITY - awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE - reliance upon others in mutually beneficial interaction and exchange

NATION-STATE - a geographic/political organization uniting people by a common government

SCARCITY - the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY - the tools and methods used by people to get what they need and want

K-6 SOCIAL STUDIES CONTENT GOALS

CONTENT

5 Content Themes at each grade level:

- 1) Social
- 2) Political
- 3) Economic
- 4) Geographic
- 5) Historic

SOCIAL GOALS - Students will understand that individuals and groups have social/cultural needs and wants and that individuals and groups interact in many ways to transmit societal values and expectations.

POLITICAL GOALS - Students will understand that in a democracy people are guaranteed certain rights in exchange for the responsibilities of citizenship. They will understand that government, groups and individuals are responsible for making, enforcing and interpreting laws which are made to protect people and keep order.

ECONOMIC GOALS - Students will understand that all people have basic economic needs and wants and are consumers and producers of goods and services.

GEOGRAPHIC GOALS - Students will understand how physical features, weather and climate influence the way of life. They will understand how people themselves influence the environment.

HISTORIC GOALS - Students will understand that nations, people and things are rooted in the past and that change is constant. They will understand that the history of people, nations and events is interdependent.

Source: New York State Education Department Social Studies Program

INSTRUCTIONAL MATERIALS

The New York State Education Department recommends that instructional materials:

- serve the needs of the program, not be allowed to become the program.
- be appropriate to the program goals and objectives.
- be selected with the child and the curriculum in mind.
- be selected systematically involving staff decision-making.

Members of the Social Studies Committee have selected materials which reflect these criteria suggested by the State. The selection process included examination and piloting of an extensive amount of instructional materials including textbooks, kits, games and audio-visual media over the period of one and a half years. It is recognized that no publisher material will completely suit the needs of all students; therefore, it is incumbent upon the teacher to intervene and to modify materials so that they "fit" his/her students.

On each grade level, core materials have been selected to be used across the grade level in each of our elementary schools. In addition to these core materials, grade level representatives on the committee selected a variety of supplementary materials which include worksheets and tests, activity kits, wall maps and globes, and hands-on materials such as compasses and simulation games. Through summer curriculum development projects, teachers have developed a number of resources and guides which include reading in the content area materials, a listing of resource persons, floor maps and sound-slide presentations. Library/media teachers in each building have ordered a considerable amount of print and non-print materials to enrich the Social Studies program. In addition to the materials which are being provided, teachers are encouraged to develop teacher and student materials and utilize other creative resources.

FORMAT OF GOALS AND OBJECTIVES

The goals and objectives which follow are divided into the five content areas of social studies--social, political, economic, geographic and historic--and are written in broad enough terms so that teachers will be able to design lessons and evaluation systems which match the instructional process to student needs. For this reason, objectives were intentionally written as educational objectives rather than specific behavioral objectives.

It is expected that the objectives which are outlined here will be taught by teachers and learned by students during the grade level specified.

KINDERGARTEN

The focus in kindergarten is on the development of the child as an individual as well as a member of the family, school, community and world. Learning experiences are set in the immediate world of the child.

SOCIAL GOALS

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT EACH PERSON HAS NEEDS, WANTS, ABILITIES AND FEELINGS.

- that people are not all the same, but have many similar characteristics:
 - emotional similarities
 - physical similarities
 - skills and abilities
 - interests
- that people are not all the same, but have basic needs and wants:
 - food and water
 - shelter
 - clothing
 - human relationships
 - education

THE STUDENT WILL UNDERSTAND THAT EACH PERSON IS UNIQUE AND IMPORTANT.

- what makes him/her a unique individual
- why each person is important in a group:
 - family
 - class
 - school
 - community
 - world

THE STUDENT WILL UNDERSTAND THAT THROUGHOUT THE WORLD MOST PEOPLE LIVE IN FAMILIES THOUGH FAMILIES DIFFER.

- that family units vary in size
- that family units vary in members and the roles that each member fulfills
- that all families have basic needs:
 - food
 - shelter
 - clothing
 - human relationships
- that each member of a family has a particular importance to each other member

(over)

SOCIAL GOALS AND OBJECTIVES

GOALS

THE STUDENT WILL UNDERSTAND THAT PEOPLE HAVE CULTURAL DIFFERENCES.

OBJECTIVES

- the need to accept and appreciate other traditions and customs:
 - languages and dialects spoken
 - dietary customs
 - mode of dress
 - religions
 - family composition
 - types of homes
- that different festivals and holidays are celebrated in different ways and that not all holidays are celebrated by all people:
 - Halloween
 - Thanksgiving
 - Hannukah
 - Christmas
 - Valentine's Day
 - St. Patrick's Day
 - Chinese New Year
 - Easter
 - Mother's Day
 - Father's Day
 - Grandparent's Day

POLITICAL GOALS

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know)

THE STUDENT WILL UNDERSTAND THAT CHILDREN AND ADULTS HAVE RESPONSIBILITIES.

- why it is necessary to be independent and responsible for carrying out a task
- that each member of a family has special responsibilities
- why responsibilities sometimes change
- that different circumstances create new situations which necessitate the formation of new relationships and responsibilities
- his/her responsibilities as a member of:
 - a family
 - a class and school community
 - the local community

THE STUDENT WILL UNDERSTAND THAT RULES AFFECT CHILDREN AND ADULTS.

- rules which are necessary to maintain order, safety and social control:
 - in personal relationships
 - in homes and families
 - in school buildings and classrooms
 - in the local community and in the world

THE STUDENT WILL UNDERSTAND THAT PEOPLE MAKE AND CHANGE RULES FOR MANY REASONS.

- his/her individual role and the roles of others as rule makers:
 - in personal relationships
 - in home and families
 - in school buildings and classrooms
 - in the local community and in the world
- how rules are changed
- how to accept changes in rules
- how to show courtesy to those who do not share his/her views concerning certain rules

THE STUDENT WILL UNDERSTAND THAT CHILDREN AND ADULTS MAKE DECISIONS WHICH INVOLVE OTHERS.

- that others may have a different point of view
- how to respect the rights and property of others

(over)
POLITICAL GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF OUR NATION'S SYMBOLS.	- that national symbols help us to express respect and love for our country: • the words of the Pledge of Allegiance - the American flag - its colors and that the flag's stars and stripes symbolize events in our nation's past. - that the American eagle is a symbol of strength. - the words and meaning of patriotic songs
THE STUDENT WILL UNDERSTAND THAT THE HOLIDAYS AND CELEBRATIONS OF OUR NATION ARE OF SPECIAL SIGNIFICANCE.	- the reasons why we celebrate certain holidays and the particular customs associated with these holidays: - Labor Day - Columbus Day - Election Day - Veteran's Day - Thanksgiving Day - Martin Luther King Day - Lincoln's Birthday - Washington's Birthday - Conservation Day - Memorial Day - Flag Day - Independence Day
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY. /dls	- that current events (via television, radio, newspaper) will affect the family, community, country and world. - why he/she should make an active effort to know what is happening in the community, country and the world.

ECONOMIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know..)

THE STUDENT WILL UNDERSTAND THAT THE FAMILY IS A CONSUMING UNIT.

- that the basic needs of families are dependent upon money:
 - food
 - shelter
 - clothing
 - medical care
 - luxuries
- that parent(s) and guardian(s) provide the sources of money through the jobs they do.
- his/her reliance on others for needs and wants.

THE STUDENT WILL UNDERSTAND THAT COMMUNITIES PROVIDE FACILITIES AND SERVICES TO HELP SATISFY THE NEEDS AND WANTS OF MEMBERS.

- the services and facilities provided by the community and what each service and facility offers members of the community:
 - police services
 - fire protection
 - medical facilities
 - leisure activity facilities
 - public library
 - post office
 - schools
 - education
- that the school offers many facilities and services beyond his/her own classroom.

THE STUDENT WILL UNDERSTAND THAT NEEDS, WANTS AND SERVICES ARE OBTAINED THROUGH THE BARTERING SYSTEM.

- that people must make decisions about money they earn, choosing to:
 - buy goods
 - buy services
 - share/give/exchange
 - save

/dls

ECONOMIC GOALS AND OBJECTIVES

GEOGRAPHIC GOALS

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT MAPS AND GLOBES ARE REPRESENTATIONS OF PLACES.	- that maps are pictures of what really exists: - the classroom - the school - Bay Shore - Long Island - New York State - United States - world - that the globe is a model of the earth. - that the earth's surface is composed of land and water.
THE STUDENT WILL UNDERSTAND THAT DIRECTIONS ARE USED FOR RELATION AND LOCATION	- how things are located in definite relation and direction to other things: - above/below - back/front - near/far - left/right - up/down - top/bottom - over/under - the cardinal directions: - north - south - east - west
THE STUDENT WILL UNDERSTAND HIS/HER IMMEDIATE ENVIRONMENT AND RECOGNIZE SYMBOLS IN THE ENVIRONMENT. /dls	- his/her address and phone number. - that the community is the familiar environment surrounding the home. - the use of signs in the community: - traffic signals - street markers

HISTORIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT PEOPLE CHANGE THROUGHOUT THEIR LIVES.	- that as one grows, he/she will change in: - appearance - abilities - skills - responsibilities - relationships
THE STUDENT WILL UNDERSTAND THAT PLACES AND THINGS CHANGE AND THAT NATIONS, PEOPLE AND THINGS ARE ROOTED IN THE PAST.	- that places have changed over time: - Before people were on earth, there were dinosaurs, glaciers, swamps and forests. - Native Americans settled in the local area. - After Columbus, other people came to settle in the New World and new communities were formed. - A nation was born. - More and more people came to the United States from all over the world.
THE STUDENT WILL UNDERSTAND THAT PLACES AND THINGS REMAIN THE SAME.	- the following places and things remain the same over time in any given place: - seasons - days of week - calendar months - gravity - energy - growth of cycles of plants and animals

/dls

FIRST GRADE

The grade one social studies program focuses on helping students realize their roles as members of the family and the school community. The development of identity and social interaction skills is stressed.

SOCIAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT ALL PEOPLE SHARE COMMON CHARACTERISTICS AND THAT AT THE SAME TIME, EACH PERSON IS UNIQUE.

- the common characteristics that people share:
 - their need for air, food, water, shelter
 - emotional similarities
 - physical similarities
 - ability to think, make choices and communicate
- that each person is a unique individual with his/her own:
 - name
 - heritage
 - physical characteristics
 - feelings and emotions
 - wants and needs
 - abilities and talents

THE STUDENT WILL UNDERSTAND THAT PEOPLE ARE INTERDEPENDENT.

- why people need others to meet:
 - physical needs and wants
 - emotional needs and wants
 - intellectual needs and wants

THE STUDENT WILL UNDERSTAND THAT THOUGH FAMILIES DIFFER, MOST PEOPLE LIVE IN FAMILIES OR FAMILY-LIKE GROUPS.

- how families may differ:
 - in size
 - in relationships
 - in the roles members assume
 - in the size and types of their homes
 - in their urban, suburban and rural life styles
 - in attitudes, values and capabilities
 - in cultural expectations and skills
 - in spoken language
- that family members may fulfill different roles at different times by:
 - making and enforcing rules
 - teaching others in the family
 - acting as producers
 - acting as consumers
 - working to meet the needs and wants of family members

(over)

SOCIAL GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT ALL PEOPLE NEED TO LEARN, AND THEY LEARN IN MANY WAYS AT DIFFERENT RATES.

- that he/she will learn from many people:
 - from parents and other family members
 - from peers
 - from teachers and school community
 - from neighbors and community members
- that he/she will learn in many ways:
 - listening
 - observing
 - reading
 - writing
 - arts and crafts
- that because each person is unique, members of the class will learn at different rates and in different ways.

THE STUDENT WILL UNDERSTAND THAT FAMILIES MAY CELEBRATE DIFFERENT FESTIVALS AND CELEBRATIONS IN DIFFERENT WAYS.

- how and why families celebrate differently:
 - types of holiday celebrations
 - dietary customs
 - by dress
 - religious worship
 - roles of men and women
 - roles of children
 - play and recreation

POLITICAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT RULES ARE MADE TO PROTECT HEALTH AND SAFETY, TO MAINTAIN ORDER AND TO PROTECT INDIVIDUAL RIGHTS.

- the rules people make to protect and to maintain order:
 - in our homes
 - in our schools
 - in our public places
 - in our local community
 - all over the world
- why he/she is expected to follow rules.

THE STUDENT WILL UNDERSTAND THAT PEOPLE CAN MAKE AND CHANGE RULES.

- why rules we make should be fair, effective and relevant:
 - in decision making
 - in problem solving
 - in conflict resolving
- that he/she needs to develop the ability and skills to:
 - accept rules
 - follow rules
 - change rules

THE STUDENT WILL UNDERSTAND THAT THERE ARE CONFLICTS IN EVERY GROUP.

- that in every family, class and community there are conflicts that involve dilemmas about what is right and fair.
- how people can work together to resolve conflicts.
- that people need to:
 - be willing to work together
 - develop decision-making and problem-solving skills
 - be able to live with the group's solution(s).

THE STUDENT WILL UNDERSTAND THAT EACH PERSON HAS A RESPONSIBILITY AS A PART OF MANY GROUPS.

- his/her responsibilities as a member of different groups:
 - family
 - peers
 - classroom
 - school
 - community

(over)
POLITICAL GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF THE PATRIOTIC SYMBOLS AND CELEBRATIONS OF OUR NATION.

- his/her responsibility towards our nation's flag by:
 - recognizing the history and attributes of the flag
 - showing proper respect for the flag
 - reciting the Pledge of Allegiance
 - knowing what the pledge means
- what the American eagle stands for.
- and respect our past and have an awareness of the patriotic celebrations of our nation including:
 - Labor Day
 - Columbus Day
 - Election Day
 - Veteran's Day
 - Thanksgiving Day
 - Martin Luther King Day
 - Lincoln's Birthday
 - Washington's Birthday
 - Conservation Day
 - Memorial Day
 - Flag Day
 - Independence Day

THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY.

- that current events (via television, radio, newspaper) will affect the family, community, country and world.
- why he/she should make an active effort to know what is happening in his/her community, country and the world.

ECONOMIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT PEOPLE USE TOOLS.

- how people use tools:
 - to accomplish work necessary to meet people's needs and wants
 - to extend human capabilities

THE STUDENT WILL UNDERSTAND THAT PEOPLE WORK TO EARN MONEY TO BUY THINGS THEY NEED AND WANT.

- that people have basic economic needs and wants.
- that needs and wants are determined in part by culture, custom and tradition.
- that needs and wants are often exceeded by limited resources.
- that we may not be able to satisfy all wants and needs.
- that people must earn money to buy things they need and want:
 - clothes
 - food
 - transportation
 - health care
 - education
 - heat and electricity
 - home improvements
 - luxuries
 - taxes
 - charitable donations
- that money is earned when family members:
 - assume economic roles
 - work in a variety of jobs
 - contribute earnings to family well-being
 - budget and make choices about saving or investing money

(over)

ECONOMIC GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT PEOPLE ARE CONSUMERS AND PRODUCERS OF GOODS AND SERVICES.

- how people play both producer and consumer roles.
- that as consumers of goods and services, we rely upon others for:
 - producing goods and services
 - supplying goods and services
 - purchasing goods and services

THE STUDENT WILL UNDERSTAND THAT COMMUNITIES ARE ORGANIZED TO PROVIDE SERVICES TO PEOPLE.

- that governments help people by providing things they cannot supply individually:
 - police services
 - fire protection
 - medical facilities
 - leisure activity facilities
 - public library
 - post office
 - schools
 - garbage collection
- that services may differ from community to community

THE STUDENT WILL UNDERSTAND THAT PEOPLE ALL OVER THE WORLD DEPEND ON OTHERS TO HELP THEM MEET THEIR NEEDS AND WANTS.

- how people in families, schools and communities all over the world must depend on others to help them meet their needs and wants including:
 - food and water
 - shelter
 - clothing
 - energy
 - health
 - safety
 - resources
- that he/she has an important role in sharing and in conserving so that needs and wants can be met.

GEOGRAPHIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT THE LOCATION AND DIRECTION OF AN OBJECT CAN BE STATED AS RELATIVE TO SOME OTHER OBJECT.

- how things are located in definite relation and direction to other things:
 - above/below
 - near/far
 - here/there
 - up/down
 - top/bottom
 - over/under
 - right/left
 - sunrise/sunset
 - north/south
 - east/west

THE STUDENT WILL UNDERSTAND THAT PLACES CAN BE LOCATED ON MAPS.

- that a map is a picture of what really exists.
- how to locate places on maps:
 - locating objects in a room
 - locating rooms and buildings
 - locating towns, cities, states, our country
 - locating features such as hills, rivers, lakes, islands, bays and oceans
 - locating north, south, east and west in the room and on a map
- how to locate Bay Shore and New York State on a map.
- that his/her address is in:
 - Bay Shore
 - Suffolk County
 - Long Island
 - New York State
 - United States
 - world

THE STUDENT WILL UNDERSTAND THAT THE GLOBE IS A REPRESENTATION OF OUR EARTH.

- that the globe:
 - is basically round
 - is a model of the earth
 - has a North Pole and a South Pole
 - can be used to locate specific places in the world

HISTORIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT CUSTOMS ARE LEARNED FROM OTHERS AROUND US.	- that customs are learned from: - grandparents and great-grandparents - parents and foster parents - other relatives - friends and classmates - literature and oral stories - games and celebrations - teachers and schools - that some family customs are based on family heritage: - religious customs - holiday celebrations - home rituals - communication and language customs
THE STUDENT WILL UNDERSTAND THAT OUR NATION HONORS LEADERS OF OUR PAST.	- why and how our nation honors leaders of our past: - political leaders - social leaders - cultural leaders - scientific leaders
THE STUDENT WILL UNDERSTAND THAT PEOPLE, PLACES AND THINGS CHANGE OVER TIME.	- how people, places and things change over time: - in time, younger people and new things become old - younger and older people may value different things and places. - change can have positive and negative consequences - that all families have a past: - families can learn and study about their roots - the ways in which families record their pasts

(over)

GOALS

OBJECTIVES

THE STUDENT WILL
UNDERSTAND THAT
CHANGE IS CONSTANT.

- that change is constant and how change continues into the future in:
 - technology
 - transportation
 - mode of dress
 - types of food
- that current changes and changes of the future have some effect on all people.
- that change is based on needs and wants, and values and attitudes (ex. smaller family vs. larger family, farm country to suburban, town resort area to fishing industry)

/dls

SECOND GRADE

In the grade two social studies program, students explore rural, urban, and suburban communities. Communities close to the students' environment are studied: Bay Shore (suburban), Eastern Long Island (rural), New York City (urban).

SOCIAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THE ROLE OF AN INDIVIDUAL IN SOCIETY.	- what makes him/her a unique individual. - the many similar characteristics he/she has with other people. - the importance of self-understanding as a prerequisite to family and community relationships.
THE STUDENT WILL UNDERSTAND THAT FAMILIES ARE FOUND IN ALL COMMUNITIES AS A BASIC UNIT OF SOCIETY.	- the structure of: - a suburban family unit - an urban family unit - a rural family unit - how his/her family unit and home compares with urban and rural family units and homes. - how his/her family unit and home compares with the class unit and classroom. - how family members depend on one another by: - learning from one another - providing financial support - giving emotional support - sharing interests - sharing responsibilities
THE STUDENT WILL UNDERSTAND THAT RURAL, URBAN AND SUBURBAN COMMUNITIES HAVE SOCIAL AND CULTURAL SIMILARITIES AND DIFFERENCES.	- how rural, urban and suburban communities are similar and are different in: - population density - housing - land usage - jobs - recreation - transportation

SOCIAL GOALS AND OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT EACH MEMBER OF A FAMILY HAS CERTAIN RIGHTS AND RESPONSIBILITIES.	- that each member of the family unit has certain needs and rights essential to his/her well being. - how family members share responsibilities for the welfare of the whole family. - that family member roles and responsibilities change as the family unit changes. - that different families have different needs and values and thus different responsibilities.
THE STUDENT WILL UNDERSTAND THAT FAMILIES DEVELOP RULES TO GOVERN AND PROTECT FAMILY MEMBERS.	- why rules are necessary for the welfare of family members as individuals and as a unit. - the importance of developing fair rules. - the need for authority to be administered fairly and wisely. - how to participate in cooperative problem solving.
THE STUDENT WILL UNDERSTAND THAT STUDENTS, TEACHERS AND STAFF ARE ALL CITIZENS OF THE SCHOOL COMMUNITY AND HAVE RIGHTS AND RESPONSIBILITIES.	- that students, teachers, and staff share a joint responsibility to establish rules that will: - promote order - ensure health and safety - protect individual rights - the need for all members of the school community to know and follow established rules. - the need for those in authoritative roles to see that rules are carried out. - why people change rules. - how to participate in cooperative problem solving.
THE STUDENT WILL UNDERSTAND THAT EVERY COMMUNITY HAS RULES AND LAWS TO GOVERN AND PROTECT ITS MEMBERS.	- why every community (whether it be rural, urban or suburban) must have rules and laws to provide for: - the health, safety and well-being of its members - the maintenance of order - the protection of individual rights - how to participate in cooperative problem solving.

(over)

POLITICAL GOALS AND OBJECTIVES

GOALS

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OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT THE UNITED STATES OF AMERICA HAS LEADERS WHO MAKE, EXPLAIN AND CARRY OUT LAWS.	- about the President of the United States: - "who" the president of our nation is - where the president lives and works - that the president gets elected by the citizens of our nation - that the president as a leader helps to carry out our nation's laws.
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF OUR NATION'S SYMBOLS.	- how to show loyalty to the U.S.A. by: - knowing the meaning of the United States flag - knowing how the flag should be respected - reciting the Pledge of Allegiance to our flag - singing patriotic songs - recognizing other patriotic symbols and their significance: - American Eagle, - Capitol Dome, - Liberty Bell, - Statue of Liberty
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF THE PATRIOTIC CELEBRATIONS OF OUR NATION.	- the significance of and ways in which we celebrate: - Labor Day - Columbus Day - Election Day - Veteran's Day - Thanksgiving Day - Martin Luther King Day - Lincoln's Birthday - Washington's Birthday - Conservation Day - Memorial Day - Flag Day - Independence Day - special days related to current events (i.e., launching of space shuttle)
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY.	- why he/she should make an active effort to know what is happening in his/her community, country and the world. - how current events (via television, radio, newspaper) affect the family, community, country and world.

ECONOMIC GOALS**EDUCATIONAL OBJECTIVES**

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT PEOPLE IN ALL COMMUNITIES HAVE NEEDS AND WANTS.

- his/her individual needs for:
 - food
 - shelter
 - clothing
 - health
 - safety
 - education
- that people in all communities have needs for:
 - food
 - shelter
 - clothing
 - health
 - safety
 - education
- that different families and different life styles have different needs.
- which needs are GOODS and which needs are SERVICES.

THE STUDENT WILL UNDERSTAND THAT PEOPLE IN RURAL, URBAN AND SUBURBAN COMMUNITIES ARE PRODUCERS AND CONSUMERS OF GOODS AND SERVICES.

- in what ways he/she and his/her family members are consumers of goods and services.
- in what ways he/she and his/her family members are producers of goods and services.
- how he/she depends on producers--people who make goods or perform services.

THE STUDENT WILL UNDERSTAND THAT PEOPLE IN SCHOOLS ARE PRODUCERS AND CONSUMERS OF GOODS AND SERVICES.

- the roles of the many producers of goods and services in our school community:
 - cafeteria workers
 - custodians
 - library/media teacher
 - nurse teacher
 - principal
 - secretaries
 - teacher aides
 - teachers
- his/her role as a consumer and as a producer in the school.

(over)

ECONOMIC GOALS AND OBJECTIVES

GOALS

BEST COPY AVAILABLE OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT PEOPLE IN RURAL, URBAN AND SUBURBAN COMMUNITIES ARE INTERDEPENDENT AS PRODUCERS AND CONSUMERS.	- how people from one type of community depend on people of other types of communities to satisfy their needs due to: - geography - resources - time - talents
THE STUDENT WILL UNDERSTAND THAT PEOPLE IN RURAL, URBAN AND SUBURBAN COMMUNITIES PLAY SPECIALIZED ROLES AS WORKERS.	- how people cooperate to produce goods and services. - that specialized skills and training cause division of labor to complete tasks effectively and efficiently.
THE STUDENT WILL UNDERSTAND THAT BY MEANS OF JOBS, PEOPLE IN COMMUNITIES EARN INCOME TO HELP MEET THEIR NEEDS AND WANTS.	- that by working at jobs, people earn income to help meet their needs and wants: - adults earn salaries and tips - children earn allowances
THE STUDENT WILL UNDERSTAND THAT COMMUNITIES COLLECT TAXES TO PROVIDE SERVICES FOR PUBLIC BENEFIT.	- that taxes are sums of money paid to the government by people who earn incomes, own property and purchase goods. - the community services which are provided through taxes and how each of these services helps in meeting wants and needs: - fire department - police department - school system - social welfare - highways - libraries - parks - water department - health clinics - sewers - street lights - traffic controls - post offices
THE STUDENT WILL UNDERSTAND THAT PEOPLE IN COMMUNITIES MUST MAKE CHOICES DUE TO UNLIMITED WANTS AND NEEDS AND LIMITED SOURCES.	- how families, school community, and local community: - budget funds - share resources - make choices and compromise

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GEOGRAPHIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND HOW TO USE MAPS AND GLOBES TO LOCATE PLACES.

- how to use maps to locate:
 - Bay Shore/Brightwaters
 - Long Island
 - New York State
 - United States of America
 - North America
- how to use the globe to locate:
 - Long Island
 - New York State
 - United States of America
 - North America
- the locations of neighboring suburban communities (Nassau), neighboring rural communities (Eastern Suffolk), and neighboring urban communities (New York City).
- the names and locations of bodies of waters surrounding Long Island:
 - Long Island Sound
 - Great South Bay
 - Atlantic Ocean
- the names and locations of the countries neighboring the United States of America:
 - Canada
 - Mexico
- how to use direction symbols for NORTH, SOUTH, EAST, WEST on maps and globes.

THE STUDENT WILL UNDERSTAND THAT A RURAL, URBAN OR SUBURBAN COMMUNITY IS INFLUENCED BY GEOGRAPHIC FEATURES.

- how geographic features affect the community:
 - climate
 - seasons
 - location near water
 - types of soil
 - types of land formations

THE STUDENT WILL UNDERSTAND THAT SYMBOLS IN OUR COMMUNITY ARE HELPFUL TO US.

- how to interpret:
 - traffic signs
 - traffic lights
 - street and highway markings
 - picture and word signs
 - building symbols
 - map symbols

(over)

GEOGRAPHIC GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL
UNDERSTAND THAT
LANDMARKS EXIST ON
LONG ISLAND.

- about:
 - Robert Moses Tower
 - lighthouses
 - windmills

THE STUDENT WILL
UNDERSTAND THAT OUR
COMMUNITY IS
CONNECTED TO OTHER
COMMUNITIES.

- the need for:
 - bridges
 - tunnels
 - highways
 - ferries

HISTORIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT EACH PERSON IN A COMMUNITY HAS AN ETHNIC BACKGROUND WHICH HAS BEEN PASSED ON BY OTHERS.

- his/her own ethnic heritage.
- the diversity of the ethnic backgrounds within the class, the school and the community at large.
- the ways in which ethnic backgrounds may be shared:
 - celebrations
 - customs
 - music
 - dance
 - art
 - language
 - folk lore

THE STUDENT WILL UNDERSTAND HOW RURAL, URBAN AND SUBURBAN COMMUNITIES HAVE CHANGED OVER TIME.

- how over a period of time communities have changed in relation to:
 - population (size and ethnic, economic, cultural makeup)
 - living styles
 - space (geographical changes, zoning changes, appearance changes)
 - transportation
 - jobs
 - technology
 - services
 - land use (farms, residential, neighborhoods, industry)
- how changes in communities caused changes in schools in:
 - facilities
 - class size
 - curriculum
 - recreation activities
 - student and teacher responsibilities
 - rules

/dls

THIRD GRADE

In grade three social studies, students explore communities around the world. Children enhance their understanding of community by considering communities farther removed from their immediate experiences and by comparing and contrasting world cultures with their own.

SOCIAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THE VALUE OF SIMILARITIES AND DIFFERENCES IN THE INDIVIDUAL AND IN THE GLOBAL COMMUNITY.	- that each person as an individual and as a member of a group has unique characteristics. - that people join to form groups: - family units - class groups - communities - nations - that people from different countries may speak and behave differently from one another.
THE STUDENT WILL UNDERSTAND THE NEED FOR ESTABLISHING RULES.	- the reasons for establishing rules in groups (school, family, community, nation) for the protection of all members. - why rules vary from group to group (school, family, community, nation). - why some rules are similar or dissimilar from family to family or from country to country, according to people's: - habits - customs - religion - education - language - that people and groups have specific ways of solving problems, depending on the culture, the nature of the situation, and the available resources.

SOCIAL GOALS AND OBJECTIVES

POLITICAL GOALS**EDUCATIONAL OBJECTIVES**

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT GROUPS VARY IN STRUCTURE.

- why various groups (school, family, country, nation) need different organizational structures.
- how a variety of interests affect the organization of these groups.

THE STUDENT WILL UNDERSTAND HIS/HER RESPONSIBILITY TO PARTICIPATE IN COMMUNITY PLANNING, ORGANIZING AND DECISION MAKING.

- his/her rights and responsibilities in the maintenance of the school and community.
- how to plan and organize in order to effectuate school or community change.

THE STUDENT WILL UNDERSTAND THE ORIGIN AND SIGNIFICANCE OF PATRIOTIC HOLIDAYS OF THE UNITED STATES.

- the origin, economic reasons and implications of our national holidays:
 - Labor Day
 - Columbus Day
 - Election Day
 - Veteran's Day
 - Thanksgiving Day
 - Martin Luther King Day
 - Lincoln's Birthday
 - Washington's Birthday
 - Conservation Day
 - Memorial Day
 - Flag Day
 - Independence Day
 - special days related to current events (i.e., launching of space shuttle)

THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY.

- why he/she should make an active effort to know what is happening in his/her community, country and the world.
- how current events (via television, radio, newspaper) affect the family, community, country and world.

(over)

POLITICAL GOALS AND OBJECTIVES

THE STUDENT WILL UNDERSTAND THE NEED FOR RULES AND LAWS IN ORDER TO GUIDE AND PROTECT EACH MEMBER OF A COMMUNITY.	- why rules are necessary to provide guidelines for behavior. - the reasons for rules in various settings (school, homes, community) in order to: - maintain healthy and safe environments - protect the rights of individuals - promote community growth - provide for essential services to the people
THE STUDENT WILL UNDERSTAND THE FUNCTIONS OF VARIOUS GOVERNMENT OFFICIALS.	- that different officials perform different duties in government. - that some functions are essential to the smooth running of the local community and nation. - why cooperation among all citizens and government officials is essential for the efficient running of the country.

ECONOMIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND BASIC ECONOMIC RIGHTS AND NEEDS.

- the reasons why all people around the world have a right to meet their basic economic needs of:
 - food
 - shelter
 - clothing
 - education
 - health care
- how different countries with different environmental characteristics meet their basic economic needs.
- why cooperation among all members of a nation is necessary in order to meet basic economic needs.

THE STUDENT WILL UNDERSTAND THE NEED TO MAKE WISE DECISIONS ABOUT UTILIZING SCARCE RESOURCES TO MEET ECONOMIC NEEDS.

- factors affecting limited natural resources.
- how each person can help to maintain natural resources.
- how to differentiate between "wants" and "needs."
- how to analyze a "want" or a "need" in order to make a decision as to whether or not it can be met.

THE STUDENT WILL UNDERSTAND THAT THE ECONOMIC SYSTEM OF A NATION EFFECTS ITS PEOPLE.

- how a nation's economy affects its people in each of the countries studied
- that the economy of the nations studied is influenced by:
 - political conditions
 - cultural values
 - technology
 - natural resources
 - the needs of other nations
- that in all nations there is a need to have some people producing or manufacturing goods and other people utilizing or conserving such goods.
- how the physical, social and political characteristics of a nation determine the types of jobs that are done.
- how the balance of wealth affects the political and economic status of individuals in each nation.

ECONOMIC GOALS AND OBJECTIVES

GEOGRAPHIC GOALS**EDUCATIONAL OBJECTIVES**

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THE GEOGRAPHIC LANGUAGE AND SYMBOLS THAT ARE USED TO IDENTIFY PLACES ON EARTH.

- how to read, draw and infer from maps utilizing symbols which denote the various physical characteristics of nations of the world.
- how to locate, recognize and symbolize physical characteristics:
 - mountains
 - rivers
 - boundaries
 - resources
- the use and location of imaginary lines on maps and globes:
 - poles
 - equator
 - parallels
 - meridians
 - hemispheres
- how to compute approximate distances and locations on a map.

THE STUDENT WILL UNDERSTAND THE RELATIONSHIP BETWEEN THE NATURE OF GEOGRAPHIC ENVIRONMENT AND COMMUNITY STRUCTURE AND THE EFFECT ON PEOPLE'S LIFE STYLES.

- how the geographic characteristics in different nations influence the type of social structure people arrange for themselves.
- how the geographic characteristics in different nations influence the locations where people choose to live and the types of homes they build.
- how the geographic characteristics in different nations influence ways in which they meet their needs for food, clothing, employment, education, health and transportation.

THE STUDENT WILL UNDERSTAND THE RELATIONSHIP BETWEEN GEOGRAPHIC CONDITIONS AND THE ECONOMIC DEVELOPMENT OF NATIONS.

- how to identify natural resources of nations.
- how the availability of technology has or has not enabled the people of a nation to utilize its natural resources.
- how a nation's natural resources help its economy.

(over)

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT PEOPLE ADAPT TO THEIR PHYSICAL ENVIRONMENT.

- some of the ways in which people have changed their ways in order to meet geographic changes. (For example, rivers changing courses, eruption of volcanoes, droughts have all caused people to relocate).
- some of the ways in which people have changed their ways of living in order to meet technological changes. (For example, discovery of oil, utilization of machinery in banana plantations, development of electronics.)
- some of the ways in which technology has made communication possible in conquering geographic barriers (mountains, deserts, water and space) thereby bringing people of various countries closer together.

HISTORIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND HISTORY AS AN ONGOING PROCESS--ONE IN WHICH HE/SHE WILL ACTIVELY PARTICIPATE.

- how people's needs and wants have changed the course of history.
- how environmental forces affect people in their making of history. (For example, how people use their rivers, mountains, vegetation and how they fight over limited resources.)
- why entire countries' ways of living, political-geographical boundaries, size of population and even language spoken change over time.
- how the development of technology continually brings about changes in all aspects of life, thereby making history.
- that because history is human-made and a continuous process, students will participate in its constant remaking.

/dls

FOURTH GRADE

In grade four, students will study the political institutions and historic development of Long Island. Long Island government and history will be compared and contrasted with the State and national levels.

SOCIAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT FAMILIES ON LONG ISLAND HAVE CHANGED OVER TIME.

- how the roles of family members on Long Island have changed since the first settlers.
 - in colonial life:
 - all family members had home responsibilities
 - families in a community helped one another
- how the customs and language of families have changed over time.
 - Great Estates 1800's
 - change from rural to suburban to urban communities

THE STUDENT WILL UNDERSTAND THAT PLACES ON LONG ISLAND HAVE CHANGED OVER TIME.

- the changes which have occurred on Long Island:
 - economic
 - political
 - social
 - geographic
- how these changes affect the life of the individual, the family and the community.

THE STUDENT WILL UNDERSTAND THAT WAYS OF LEARNING ON LONG ISLAND HAVE CHANGED OVER TIME.

- the ways that schools changed on Long Island during different periods of time:
 - one room school house (until 1930's)
 - school population growth in 1950's and 1960's caused school building expansion
 - development of colleges and universities
 - declining population of 1970's and early 1980's caused trend of school closings

SOCIAL GOALS AND OBJECTIVES

POLITICAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT THE UNITED STATES HAS A POLITICAL HISTORY.

- the specific needs and wants which led to the establishment of the nation.
- how the nation has grown and changed since its birth:
 - national laws
 - state laws
 - local laws

THE STUDENT WILL UNDERSTAND THAT LONG ISLAND HAS A POLITICAL HISTORY.

- the specific needs and wants which led to the establishment of county and town governments.
- why county and town laws have changed with time.

THE STUDENT WILL UNDERSTAND THE FACTUAL BASE AND SIGNIFICANCE OF PATRIOTIC HOLIDAYS.

- the factual base and significance of patriotic holidays:
 - Labor Day
 - Columbus Day
 - Election Day
 - Veteran's Day
 - Thanksgiving Day
 - Martin Luther King's Birthday
 - Lincoln's Birthday
 - Washington's Birthday
 - Conservation Day
 - Memorial Day
 - Flag Day
 - Independence Day

THE STUDENT WILL UNDERSTAND THAT IN THE U.S. OUR POLITICAL SYSTEM IS GENERALLY DESCRIBED AS A REPRESENTATIVE DEMOCRACY.

- how a democratic government is chosen by the people
- the ways in which government is responsible to the people.
- the rules and purposes of the electoral process.

(over)

POLITICAL GOALS AND OBJECTIVES

GOALS

OBJECTIVES

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THE STUDENT WILL UNDERSTAND THAT ALL LEVELS OF U.S. GOVERNMENT HAVE OFFICIALS AND STRUCTURES THAT ALLOW THEM TO MAKE, ENFORCE AND INTERPRET LAWS.	- the role of the three branches of government: - executive branch - legislative branch - judicial branch - the structure of U.S. national government. - the structure of Brightwaters, Islip Town, Suffolk County, and New York State government. - the functions of the various governments in making, enforcing and interpreting laws.
THE STUDENT WILL UNDERSTAND THAT IN A DEMOCRATIC COMMUNITY, CITIZENS PLAN AND DIRECT CHANGE THROUGH POLITICAL PARTICIPATION.	- the ways in which citizens may participate in community change: - voting - becoming involved in political organizations - becoming involved in community organizations - the areas in which citizens must plan for future change: - scarcity of resources - global peace - national disaster - environmental pollution - employment - education
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY.	- why he/she should make an active effort to know what is happening in the community, country and the world. - that current events (via television, radio, newspaper) will affect the family, community, country and world.

ECONOMIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT LONG ISLAND HAS AN ECONOMIC HISTORY.

- the role of agriculture in the economic structure of Long Island in the past and the present:
 - potatoes
 - duck farming
 - cauliflower
 - strawberries
- the role of fishing and clamming in Long Island's past and present economy.
- the role of the whaling industry in Long Island's past.
- the role of transportation in Long Island's past and present economy.
 - Roadways
 - Long Island Expressway
 - Northern State
 - Southern State
 - Sagtikos Parkway
 - Bay Shore and Brightwaters roads
 - Bridges and Tunnels
 - Throgs Neck
 - Whitestone
 - Brooklyn Bridge
 - Queens Midtown Tunnel
 - Airports
 - John F. Kennedy
 - McArthur
 - LaGuardia
 - Other
 - ferries
 - Long Island Rail Road
- how industry and business has developed on Long Island.
 - aerospace (Grumman, Republic, Fairchild)
 - food (Entenmanns, restaurants)
 - energy (LILCO)
 - press (Newsday)
 - housing developments (Levittown)
 - industrial parks
 - tourism

(over)

ECONOMIC GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT ECONOMIC EVENTS IN THE FUTURE OF THE U.S. AND WORLD WILL EFFECT LONG ISLAND.

- how the following national and local concerns have affected the economy of Long Island and how they will effect Long Island in the future:

- the energy crisis (Shoreham)
- the environmental factors
- population issues
- technology
- jobs
- taxation

GEOGRAPHIC GOALS

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT LONG ISLAND HAS A GEOGRAPHIC HISTORY.	- how different land formations were left on Long Island by glaciers. - how weathering has shaped Long Island's south shore. - Hurricane of 1938 - how life on Long Island has been effected by the fact that it is a land area surrounded on all sides by water. - Gulf Stream
THE STUDENT WILL UNDERSTAND THAT THE GEOGRAPHIC HISTORY OF U.S. CAN BE RELATED TO THE GEOGRAPHIC HISTORY OF LONG ISLAND.	- that many Long Island names have Native American derivatives. - the meanings of the Native American names of places on Long Island. - the location of the Native American units in relation to the current names of towns. - Penataquit - Secatogue - Paumanauk - Canarsie - Wohseepee - Massapequa - Montauk - Shinnecock - Any other L.I. native American family units
THE STUDENT WILL UNDERSTAND THAT COMMUNITIES AND NATIONS HAVE BOUNDARIES AND CAN BE LOCATED ON MAPS AND GLOBES. /lys	- the different kinds of boundaries that separate Long Island from the rest of New York State. - the different kinds of boundaries that separate New York State from other states. - the different kinds of boundaries that separate New York State from Canada. - the location of Long Island's: - fresh water streams - creeks - rivers - lakes - plains - use of scale - direction: North, South, East, West

HISTORIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know ...)

THE STUDENT WILL UNDERSTAND THAT LONG ISLAND HAS A PROUD AND EXCITING HISTORY.

- many significant events of the State, the nation and the world that have taken place on Long Island:
 - development of Lunar Exploration Module - Grumman
 - flight - Lindberg
 - World's Fairs of 1939 and 1964
 - Professional sports: Islanders, Mets, U.S. Open
 - Development of State Park System
 - Science - Brookhaven Laboratory
- the leaders who have lived and worked on Long Island and their contributions to the State, the nation and the world:
 - Theodore Roosevelt 1858-1919
 - Walt Whitman 1819-1892
 - Tackapausha 1653
 - Wyandanch 1653
 - Robert Moses 1888-1981
 - Kingsland Macy 1946
 - August Heckscher 1913
 - C. Vanderbilts 1794-1877
 - C.W. Post
 - Benjamin Thompson 1784-1849
 - Captain Kidd 1645-1701
 - Wm. S. Mount 1807-1868
 - Harriet Quimby 1912

THE STUDENT WILL UNDERSTAND THAT PEOPLE FROM MANY NATIONS HAVE SETTLED ON LONG ISLAND.

- Where the Dutch and English explored and/or settled on Long Island and why they settled those places:
 - Adrian Block 1614
 - Peter Stuyvesant 1610-1672
 - Minuet 1580-1638
 - Henry Hudson 1611
 - Richard Smith
 - John Mowbry 1708
 - Gardiner 1599-1663
 - Col. Richard Nicoles
- the cultural contributions of various immigrant groups to Long Island life--past and present.

/lys

(over)

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT LONG ISLAND PLAYED A PART IN THE AMERICAN REVOLUTION.

- the role of individuals who were involved in the American Revolution on Long Island:
 - William Floyd 1734-1821
 - Phillip Livingston 1716-1778
 - Lewis Morris 1726-1798
 - George Washington 1732-1779
 - Nathan Hale 1755-1776
 - General Nathaniel Woodhull 1722-1776
- significant events that took place on Long Island at the time of the American Revolution:
 - Battle of Long Island August 1776
 - The Whaleboat Raids 1776-1783
 - Fort Salonga
 - Spy Rings 1776

/lys

F I F T H G R A D E

The grade five social studies program focuses on an economic and geographic study of the United States, Canada, and Latin America and the role of these areas in the global world. Social, political, and historic elements of the areas will receive minor emphasis.

SOCIAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT THE FAMILY AS A SOCIAL UNIT TAKES MANY FORMS.

- that the family structures found in the U.S., Canada, Mexico and Latin America include:
 - the nuclear family
 - the extended family
 - the single parent family
 - the joint-custody family
 - the foster family
 - the clan/tribe
 - the communal family

THE STUDENT WILL UNDERSTAND THAT FAMILIES TRANSMIT CULTURE TO THE YOUNG.

- how families transmit the following cultural aspects:
 - language
 - values, attitudes and customs
 - vocational skills
 - recreational and leisure activities

THE STUDENT WILL UNDERSTAND THAT THE ARTISTIC AND RECREATIONAL ACTIVITIES OF PEOPLE ARE A REFLECTION OF THEIR VALUES AND BELIEFS.

- how the people of the Western Hemisphere participate in and support:
 - performing arts
 - visual arts
 - cultural institutions
 - literature
 - sports and recreation

THE STUDENT WILL UNDERSTAND THAT THROUGH MIGRATION AND IMMIGRATION, PEOPLE OF DIFFERENT CULTURAL BACK- GROUND INFLUENCE ONE ANOTHER.

- that throughout the history of the Western Hemisphere, people have learned from those of other cultures:
 - attitudes and values
 - customs and traditions
 - arts and recreation
 - legal and political systems
- how Asian, African and European immigrants brought their heritage to the Western Hemisphere.

(over)

SOCIAL GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT SOCIAL AND POLITICAL SYSTEMS ARE BASED ON PEOPLE'S BELIEFS AND ACTIONS.

- the rights and responsibilities of the individual in government and society:
 - in the decision-making process
 - in individual responsibilities to uphold the law
- various beliefs and opportunities in the U.S. vs. developing countries of the Western Hemisphere.

THE STUDENT WILL UNDERSTAND THAT THE TRANSMISSION OF CULTURE IS AN IMPORTANT HUMAN NEED.

- the various Native American tribes and their contributions to culture in the Western Hemisphere.
- how the European, African and Asian settlers contributed their customs, language, laws and religions to the development of different cultures in the Western Hemisphere.

POLITICAL GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT GOVERNMENTAL STRUCTURES VARY FROM PLACE TO PLACE AND TIME TO TIME.

- how the United States government compares to the governments of Canada, Mexico and Latin America.
- the major changes in the operation of Latin American governments in the past thirty years.

THE STUDENT WILL UNDERSTAND THE MEANING OF LEGAL, POLITICAL AND HISTORIC DOCUMENTS OF THE U.S.

- the content and significance of:
 - the Declaration of Independence
 - the Constitution and the Constitutional Amendments
 - the Bill of Rights

THE STUDENT WILL UNDERSTAND THAT GOVERNMENTAL LAWS CHANGE

- the civil rights of Americans:
 - U.S. Civil Rights laws for all minority groups since 1965
 - the Women's Rights Movement - - the Equal Rights Amendment.
- the procedures for changing laws.

THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF THE PATRIOTIC CELEBRATIONS OF OUR NATION.

- the significance of and ways in which we celebrate:
 - Labor Day
 - Columbus Day
 - Election Day
 - Veteran's Day
 - Thanksgiving Day
 - Martin Luther King Day
 - Lincoln's Birthday
 - Washington's Birthday
 - Conservation Day
 - Memorial Day
 - Flag Day
 - Independence Day

(over)

POLITICAL GOALS AND OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT THERE ARE CRITICAL DECISIONS FACING ALL GOVERNMENTS.

- how governments help to provide the basic needs of their citizens:
 - food
 - shelter
 - health care
 - education
 - transportation
- the role of U.S. political leaders in the executive, legislative and judicial branches.
- the role and influence of U.S. foreign policy toward Latin American countries.

THE STUDENT WILL UNDERSTAND THE NEED FOR ARMS CONTROL IN TODAY'S WORLD.

- the viewpoints of nations in the Western Hemisphere on a nuclear arms control treaty.
- the dangers of nuclear war.

THE STUDENT WILL UNDERSTAND THE NEED OF EACH COUNTRY TO CONSERVE ENERGY.

- the major sources of energy in the Western Hemisphere.
- the major uses of energy resources in the Western Hemisphere.
- the ways in which energy resources may be conserved.
- the energy picture of the U.S.:
 - the development of the Alaskan pipeline
 - the reasons for increasing costs and use of electricity in the U.S.
 - the reasons for declining oil consumption in the U.S.
 - development of alternative energy resources.

THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY.

- that current events (via television, radio, newspaper) will affect the family, community, country and world.
- why he/she should make an active effort to know what is happening in his/her community, country and the world.

ECONOMIC GOALS

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know ...)

THE STUDENT WILL UNDERSTAND THAT ECONOMIC DECISION-MAKING INVOLVES GLOBAL INTER-DEPENDENCE.	- the natural resources which predominate in the countries of the Western Hemisphere. - the major imports and exports of U.S., Canada, Mexico and Latin American countries. - the reasons for lack of technology in developing Latin American countries. - the dependence on other nations for oil by industrialized nations.
THE STUDENT WILL UNDERSTAND THAT THE FUNDAMENTAL ECONOMIC PROBLEM FOR INDIVIDUALS AND GROUPS IS SCARCITY.	- the reasons for making economic choices to satisfy basic needs and wants. - how human resources are used. - the reasons for trading surplus products.
THE STUDENT WILL UNDERSTAND THAT THE LEVEL OF DEVELOPMENT AND THE STANDARD OF LIVING OF A COUNTRY VARIES WIDELY.	- why many people in the Western Hemisphere do not have sufficient available resources to meet their basic needs for food, shelter and clothing. - factors which hinder economic growth in parts of the Western Hemisphere. - that the disparity in the standard of living within and between nations causes conflict and/or tension. - how science and technology influence standard of living. - how technology effects production of goods and crops. - the great disparity between highly industrialized countries and developing countries as seen in the consumption of energy. - the disparity of crop production between industrialized nations vs. developing countries. - how health care in U.S. compares with the health care in other nations of the Western Hemisphere. - the role of education in a nation's economic growth. - how leisure activities in industrialized nations and developing countries compare.

ECONOMIC GOALS AND OBJECTIVES

GOALS

OBJECTIVES

THE STUDENT WILL UNDERSTAND THAT NATIONS FORM ORGANIZATIONS AND MAKE AGREEMENTS TO PROMOTE DEVELOPMENT AND GROWTH.

- how the following significant international organizations make important decisions concerning trade, cooperation and conflict:
 - NATO
 - the United Nations
 - the Organization of American States

THE STUDENT WILL UNDERSTAND THAT PRODUCTION, DISTRIBUTION, EXCHANGE AND CONSUMPTION OF GOODS AND SERVICES INVOLVE ECONOMIC DECISIONS.

- how the U.S. economic system of capitalism or free enterprise works.
- how government influences economic decisions through regulations.
- how resources and products are combined in industrialized nations.
- how private government agencies decide on what and how much will be produced.
- how private and government agencies decide how goods and services will be distributed.

GEOGRAPHIC GOALS

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)

THE STUDENT WILL UNDERSTAND THAT CLIMATE PATTERNS ARE INFLUENCED BY GEOGRAPHIC FACTORS.	- the different geographic and climatic regions of the Western Hemisphere. - the specific geographic features of the different regions of the Western Hemisphere. - the dominant patterns of ocean currents and prevailing winds in the Western Hemisphere. - how high altitude affects the lives of the people in cities. - how mountain barriers affect climate. - how to predict climates of areas not yet studied.
THE STUDENT WILL UNDERSTAND THAT PEOPLE ARE AFFECTED BY THEIR PHYSICAL ENVIRONMENT AS THEY ATTEMPT TO FULFILL BASIC NEEDS.	- the various types of shelters in different climate regions of the Western Hemisphere. - the different types of clothing worn in various climate regions and the reasons for the types of clothing used. - why certain foods can be grown only in particular regions.
THE STUDENT WILL UNDERSTAND THAT THE PHYSICAL ENVIRONMENT IS AFFECTED BY PEOPLE AS THEY INTERACT WITH IT.	- the value of human-made transportation networks. - the environmental effect of altering natural vegetation. - the adverse effects of chemicals and radioactive waste materials.
THE STUDENT WILL UNDERSTAND HOW TO USE MAPS.	- how to use map legends. - how to determine latitude and longitude. - how to use the compass rose. - how to read different types of maps: - rainfall - population - vegetation - relief - how to use a road map.

HISTORIC GOALS

EDUCATIONAL OBJECTIVES

(As a result of instruction, the student will know ...)

THE STUDENT WILL UNDERSTAND THAT INDIVIDUALS HAVE HISTORIC ROOTS WHICH CONTRIBUTE TO THE DIVERSITY OF CULTURE IN COUNTRIES OF THE WESTERN HEMISPHERE.	- the contributions of Native American cultures to the Western Hemisphere. - the groups of immigrants from Europe, Africa and Asia that have contributed to U.S. development and their major contributions. - the customs and traditions of countries of the Western Hemisphere. - how language creates a barrier to immigrants of the U.S. - how various beliefs and attitudes of families throughout the Western Hemisphere affect the cultural development of a country.
THE STUDENT WILL UNDERSTAND THAT NATIONS OF THE WESTERN HEMISPHERE HAVE UNIQUE HISTORIES.	- reasons for the western movement in the U.S. - why the U.S. has developed from an agricultural to an industrialized society. - the reasons why the U.S. has changed from a nation with abundant resources to one of limited resources. - reasons why the U.S. has had to become involved in international affairs. - War of 1812 - World War I - World War II - why political unrest is a common problem in Latin America.
THE STUDENT WILL UNDERSTAND THAT THE HISTORY OF EARLY CANADA IS ONE OF A LONG AND HARD STRUGGLE TO ACHIEVE UNITY.	- the role of various French and English explorers in the development of Canada. - the reasons for the French and Indian War. - how Native Americans civilizations became incorporated in the unification of Canada. - the role of immigration in the development of Canada. - the reasons for Canada developing into a strong country. - the reasons for Canada emerging as an equal partner of the U.S. in world affairs. - why there has been a struggle by the people of the province of Quebec to separate from the rest of Canada.

SIXTH GRADE

In the grade six social studies program, the student will study Western Europe, Eastern Europe, and the Mediterranean Region from an economic and geographic point of view. Social, political, and historic elements will receive minor emphasis.

SOCIAL GOALS	EDUCATIONAL OBJECTIVES (as a result of instruction, the student will know...)		
	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT THE FAMILY AS A SOCIAL UNIT TAKES MANY FORMS IN WESTERN EUROPE, EASTERN EUROPE AND THE MEDITERRANEAN AREA.	- family structures including: - nuclear family - single parent family - extended family - joint-custody family - foster family - clan/tribe - communal family		→
THE STUDENT WILL UNDERSTAND THAT PEOPLE'S PATTERN OF BEHAVIOR IS A REFLECTION OF THEIR VALUES.	- how family structure and relations have evolved over centuries of custom. - how people have been motivated to develop diverse value systems through: - different religions - economic conditions - historic pasts - geographic settings		→
THE STUDENT WILL UNDERSTAND THAT THE VALUES OF OTHERS LEAD TO A CLEARER UNDERSTANDING OF ONE'S OWN VALUES.	- the different views of the role of the individual in: - the family - the society - the nation - the world		→
THE STUDENT WILL UNDERSTAND THAT PRESENT SOCIAL INSTITUTIONS EITHER A POSITIVELY INFLUENCE THE LIVES OF PEOPLE IN DIFFERENT WAYS.	- how religion played an important part in the lives of people. - that traditionally, women had less freedom. - that many societies developed class structures - ruler/subject - nobles/clergy/serfs	- Islam - Judaism - Christianity - mythology - citizen/slave (Rome, Greece)	→

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SOCIAL GOALS AND OBJECTIVES

EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)

SOCIAL GOALS	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT DIFFERENT GROUPS OF PEOPLE HAVE MADE LASTING CONTRIBUTIONS TO THE ARTS AND SCIENCES.	- how achievements in the following fields have contributed to society:		
	- architecture - art/literature - science/mathematics - language		

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EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know....)

POLITICAL GOALS	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND HOW FAMILY, CLAN AND TRIBAL GROUPS ACT TO MAINTAIN LAW AND ORDER.	- family structures and rule-making when studying about a particular place or period in time - Feudal England	- Fertile Crescent - Ancient Egypt - Ancient Greece - Ancient Rome	→
THE STUDENT WILL UNDERSTAND THAT PRESENT SYSTEMS OF GOVERNMENT HAD THEIR ORIGINS IN THE PAST.	X	- how to compare and contrast present forms of government in the United States with corresponding practices in: - Ancient Egypt (monarchy) - Ancient Greece (democracy) - Ancient Rome (republic)	X
THE STUDENT WILL UNDERSTAND THAT AS SETTLEMENT PATTERNS CHANGED, NEW FORMS OF POLITICAL ORDER DEVELOPED TO MEET THE MORE COMPLEX NEEDS OF SOCIETIES.	- that the ability to produce surplus food led to changes in human life: - development of towns and cities - leisure time could be devoted to arts - specialists emerged - trade and business developed - certain laws were needed - that as the authority and power of early empires declined, feudalism emerged as a system of law and order.		→
THE STUDENT WILL UNDERSTAND THAT IN MODERN POLITICAL STATES GOVERNMENTAL STRUCTURES PLAY A MAJOR ROLE IN MAINTAINING SOCIAL ORDER.	- the role of government in the following political states: - England or Netherlands (monarchy) - France (socialist republic)	- Israel (socialism)	- U.S.S.R. (communism) - Poland

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EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)

POLITICAL GOALS	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF THE SYMBOLS AND PATRIOTIC CELEBRATIONS OF OUR NATION AND OTHER NATIONS.	- the origin and significance of: - buildings/monuments/memorials - written documents - flags - currency/stamps - songs and music - patriotic celebrations		→
THE STUDENT WILL UNDERSTAND THAT CITIZENSHIP INCLUDES AN AWARENESS OF CURRENT EVENTS IN THE AFFAIRS OF OUR COMMUNITY AND COUNTRY.	- he/she should make an active effort to know what is happening in his/her community, country and the world. - that current events (via television, radio, newspaper) will affect the family, community, country and world.		→

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ECONOMIC GOALS	EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)		
	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT PEOPLE THROUGHOUT THE WORLD MUST SOLVE BASIC ECONOMIC PROBLEMS.	- that limited resources must be reconciled with unlimited needs and wants. - why all nations/people do not have the same potential for economic development. - the systems that evolve to deal with economic decision-making.		→
THE STUDENT WILL UNDERSTAND THAT PEOPLE HAVE UNLIMITED NEEDS AND WANTS WHICH THEY MUST MEET WITH LIMITED RESOURCES.	- that people need food whether agriculture is possible or not. - that industrialization requires sources of minerals and fuels which are nonrenewable.	- that geography and climate limit the use of land: - deserts in Middle East - mountains - Balkans (Greece) - flooding of Nile (Egypt)	- Permafrost in Siberia
THE STUDENT WILL UNDERSTAND THAT ALL PEOPLE THROUGHOUT THE WORLD PRODUCE AND CONSUME VARIOUS GOODS AND SERVICES.	- the ways in which people in the Middle East and Europe produce and consume various goods and services.		→
THE STUDENT WILL UNDERSTAND THAT DIFFERENT ECONOMIC SYSTEMS HAVE DEVELOPED TO DEAL WITH ECONOMIC DECISION-MAKING.	- how their economic systems function: - traditional: medieval manor - market: a Parisian flea market, small U.S. business - mixed: a major British industry	- traditional: nomadic herders - mixed: Israeli kibbutz	- command: East German collective farm, Soviet factory

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ECONOMIC GOALS	EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)		
	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT A VARIETY OF FACTORS DETERMINE THE LEVEL OF ECONOMIC DEVELOPMENT OF A NATION.	- that a variety of conditions determine the types of economic systems that people employ to solve economic problems: - availability of resources - a skilled labor force - investment capital - markets - advancements in production technology		→
THE STUDENT WILL UNDERSTAND THAT NATIONS HAVE JOINED WITH ONE ANOTHER IN ORGANIZATIONS WHICH PROMOTE ECONOMIC DEVELOPMENT AND GROWTH.	- the reasons for the following economic organizations which benefit the people of Europe and the Middle East: - European Economic Community (EEC)	- Organization of Petroleum Exporting Countries (OPEC)	→ - Warsaw Treaty Organization

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EDUCATIONAL OBJECTIVES

GEOGRAPHIC GOALS	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT MAPS SYMBOLICALLY REPRESENT FEATURES OF THE EARTH'S SURFACE.	- how to identify: - land masses - water bodies - relief features		→
THE STUDENT WILL UNDERSTAND THAT THE USE OF MAPS, GLOBES, AND MAP-READING SKILLS CAN BE USED TO LOCATE SPECIFIC PLACES AND TO MEASURE DISTANCE AND DIRECTION.	- how to use: - latitude - longitude - map keys and legends - map symbols		→
THE STUDENT WILL UNDERSTAND THAT STUDYING MAPS AND GLOBES CAN BE USED TO LOCATE SPECIFIC PLACES AND TO MEASURE DISTANCE AND DIRECTION.	- how to use the following maps which show natural phenomena: - climatic - natural resources - natural vegetation - meteorological - ocean currents - soil types - how maps show that environment is created by peoples: - political boundaries - population density and distribution - products - historical information - language - transportation routes		→

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GEOGRAPHIC GOALS	EDUCATIONAL OBJECTIVES (As a result of instruction, the student will know...)		
	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT GEOGRAPHIC VARIABLES MAY SERVE AS CRITERIA FOR GROUPING COUNTRIES INTO REGIONS.	X	- how the geography of the Middle East influences daily life: - physical features - water bodies - climate	X
THE STUDENT WILL UNDERSTAND THAT GEOGRAPHIC FEATURES AND CLIMATE CONDITIONS INFLUENCE LAND USAGE.	- that various features influence life in a region: - agriculture and the availability of arable land - herding and suitable grazing land - industrial usage and the availability of resources and transportation facilities - population concentrations in areas with sufficient rainfall, mild climate and level terrain.		→
THE STUDENT WILL UNDERSTAND THAT THE ECONOMIC DEVELOPMENT HAS BEEN AFFECTED BY THE ECONOMIC, POLITICAL AND HISTORICAL ASPECTS OF CONTACT THROUGHOUT THE CENTURY.	- depletion of a country's resources may force it to seek needed resources elsewhere (Alsace Lorraine - coal; Ireland - potatoes)	- about the control of water in ancient Egypt. - about the Arab role as traders before all water routes from Europe to Asia were discovered. - about the control of petroleum and oil resources in the Middle East.	X
THE STUDENT WILL UNDERSTAND THAT THE ENVIRONMENT IS AFFECTED BY PEOPLE AS THEY INTERACT WITH IT.	- the ways in which people have polluted land, water and air, and the effect of this pollution. - the problem of extinction of animal life through killing and alteration of their natural habitat.		→
THE STUDENT WILL UNDERSTAND THAT THE EFFECTS OF GEOGRAPHIC CONDITIONS ARE MODERATED BY TECHNOLOGY.	- how machines are used for transportation to overcome natural barriers. - how machines are used to farm and mine.		→

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HISTORIC GOALS	UNIT I Western Europe	UNIT II Mediterranean Area	UNIT III Eastern Europe (incl. USSR)
THE STUDENT WILL UNDERSTAND THAT CIVILIZATION DEVELOPED WHERE GEOGRAPHIC CONDITIONS WERE MOST FAVORABLE.	- the signs of human existence that go back millions of years. - that domestication of animals and discovery of agriculture led to changes in human life.	- that human civilization emerged in or near the fertile river valley plains: - Mesopotamia along Tigris and Euphrates - Egypt along Nile	→
THE STUDENT WILL UNDERSTAND THAT AS CIVILIZATIONS FLOURISHED AND SPREAD, THEIR POWER AND INFLUENCE GREW.	- how civilizations spread by means of travel and trade.		→
THE STUDENT WILL UNDERSTAND THAT INTERNAL AND EXTERNAL FACTORS ALTERED CIVILIZATIONS AND EVENTUALLY CONTRIBUTED TO THEIR DECLINE.	- the factors which led to the decline of the: - British Empire - German Empire - how these factors compare with conditions in the U.S. and the world today.	- Greek Empire - Roman Empire - Islamic Empire	→
THE STUDENT WILL UNDERSTAND THAT THE MODERN ERA HAS BEEN A TIME OF GREAT CHANGE.	- that the emergence of the Holy Roman Empire laid the foundation for modern European nation states. - that European powers gained control of the Middle East and occupies much of the territory. - the impact of the Holocaust.	- that after World War I an upsurge of nationalism brought autonomy to the Middle East. - that the discovery of vast reserves of petroleum has made the Middle East vital to the economic interests of the world. - mutual antagonism and distrust among the nations of the Middle East have made stability difficult to attain.	- that the U.S.S.R. has established a strong political base and has acquired much territory.